



# Dual Immersion

providing a world of opportunities for students



# Senate Bill 41 (2008)

International Education Initiative -  
Critical Languages Program



# Utah Terminology 101

## **Dual Language Immersion**

50% instruction in 2 languages

## **One-way Immersion**

Predominantly native English speakers

## **Two-way Immersion**

2 Language groups (e.g. Native English & Native Spanish speakers)

# State Supported Programs

- 2011-12 School Year

- 31 Spanish Programs
- 17 Chinese Programs
- 9 French Programs

3 other Spanish Immersion Programs in Utah

**Over 9,000 Students**



# State Supported Programs

- **For 2012-13:**
  - **23 New Programs**
  - **1 New Language ( Portuguese )**
- **Utah's Goal by 2014**
  - **100 Dual Language Immersion Schools**
  - **Over 30,000 Students**



# 21st Century Learning

***“With Dual Language Immersion, we have a way forward to ensure that Utah students are acquiring the skills, knowledge, and dispositions necessary to be competitive in the world marketplace.”***

Dr. Larry K. Shumway  
Utah State Superintendent of Public Instruction



# Benefits of Dual Immersion

- **Economics**
- **Academic**
- **Sociocultural**
- **Cognitive**

*Proven effective*

# Instructional Model

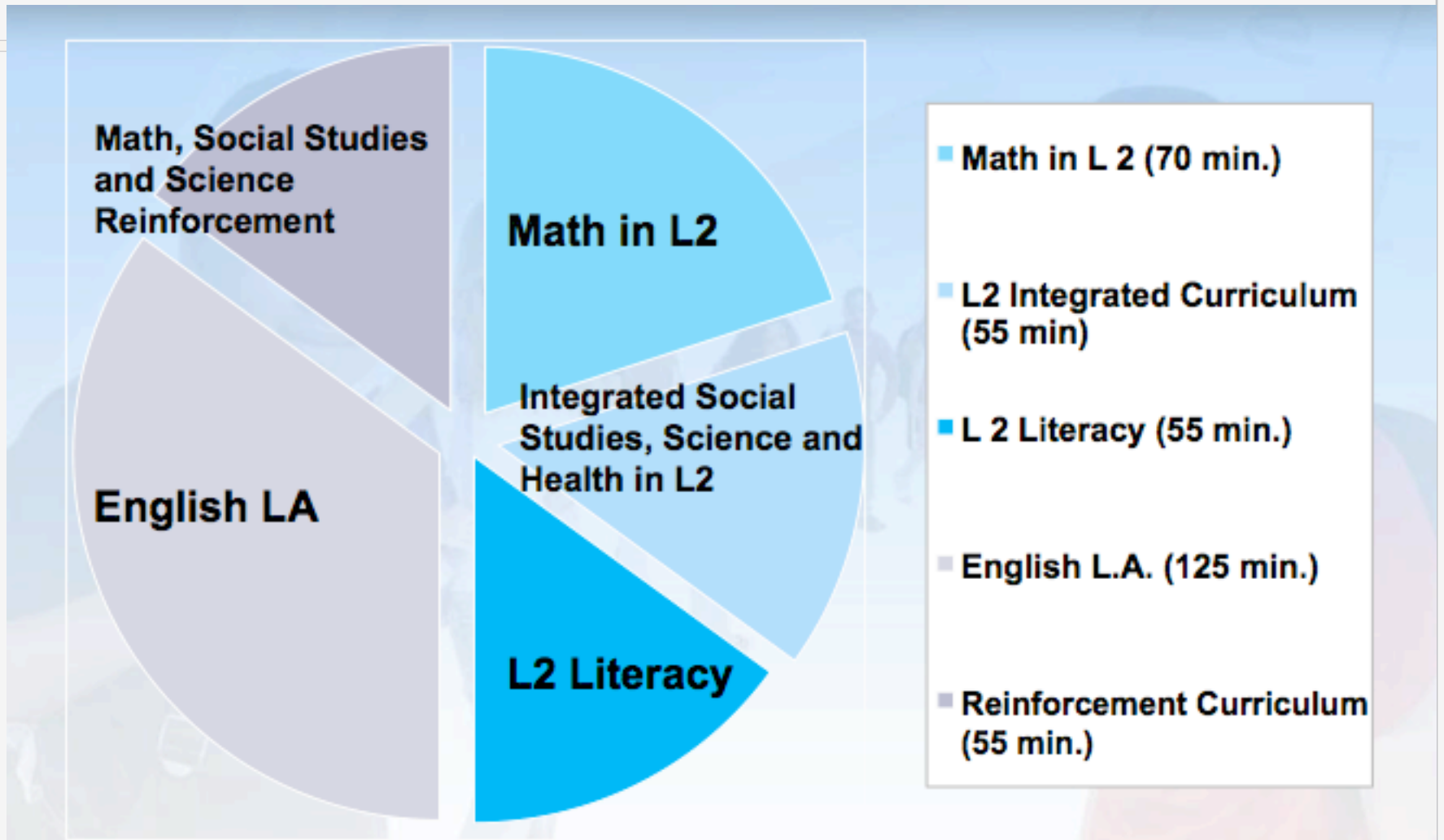
## Grades 1–5

- Instruction is divided between two classrooms:
  - **One teacher ONLY teaches in English**
  - **One teacher ONLY teaches in Second Language**  
(Chinese, French, Japanese, Portuguese or Spanish)
- Content Subjects are divided by languages in K-3



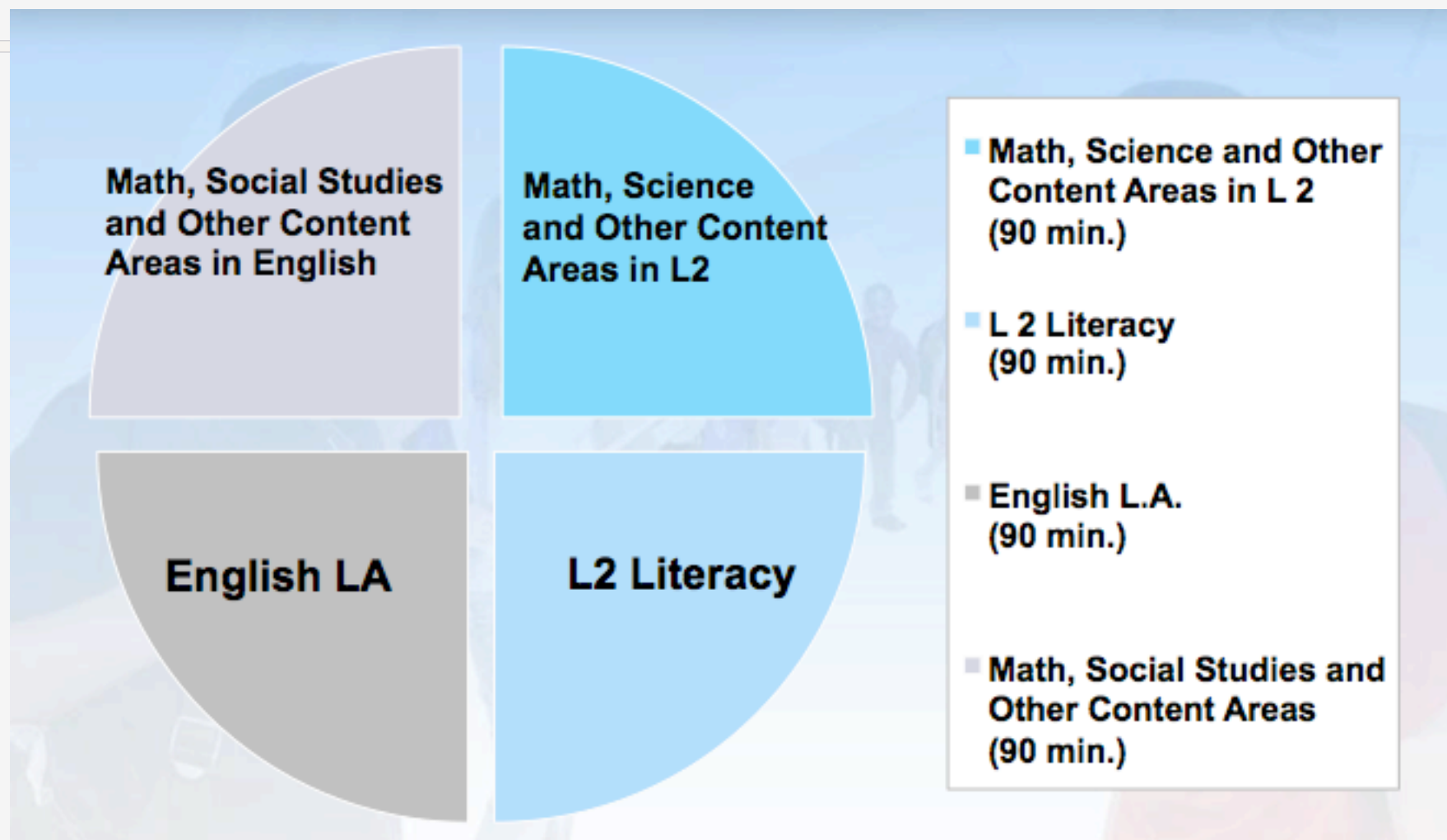
# English and Second Language

Instructional Time for **Grades 1-3**



# English and Second Language

Instructional Time for **Grades 4-5**



# Instructional Model 7-12

- **Grades 7-9 (2 Classes)**
  - Honor Language Class (3, 4, AP)
  - Content Class
- **Grades 10-12**
  - 3000 Level University Courses
  - Start 3<sup>rd</sup> Language
- **Advanced Level Proficiency**

# Setting Proficiency Targets

## ***FRENCH and SPANISH***

<i>Grade Level</i>	<i>Listening</i>	<i>Speaking</i>	<i>Reading</i>	<i>Writing</i>
1	Novice-High	Novice-Mid		Novice-Mid
2	Intermediate-Low	Novice-High		Novice-High
3	Intermediate-Mid	Novice-High		Novice-High
4	Intermediate-High	Intermediate-Low		Intermediate-Low
5	Intermediate-High	Intermediate-Low	Intermediate-Mid	Intermediate-Low
6	Advanced-Low	Intermediate-Mid	Intermediate-High	Intermediate-Mid

## ***CHINESE***

<i>Grade Level</i>	<i>Listening</i>	<i>Speaking</i>	<i>Reading</i>	<i>Writing</i>
1	Novice-High	Novice-Mid		
2	Intermediate-Low	Novice-High		
3	Intermediate-Mid	Novice-High		
4	Intermediate-High	Intermediate-Low		
5	Intermediate-High	Intermediate-Low	Intermediate-Low	Intermediate-Low
6	Advanced-Low	Intermediate-Mid	Intermediate-Low	Intermediate-Low

## 3rd Grade Proficiency Planning Guide: SPANISH

### Utah Dual Immersion Program

#### Listening Ability

##### ***Proficiency Target: Intermediate Mid***

##### ***How well do 3<sup>RD</sup> Grade Spanish students understand when they listen?***

Students understand sentence-length language, which consists of recombinations of learned utterances on a variety of topics. Content pertains primarily to basic personal background and needs, greetings/leave-takings and subject content that the students are learning. Additional content areas include some personal interests and activities, and a greater diversity of instructions and directions. Listening ability not only pertains to spontaneous face-to-face conversations but also to short routine telephone conversations and some deliberate speech, such as simple announcements and reports over the media. Students grasp main ideas and a few details but not consistently.

*adapted from the ACTFL Proficiency Guidelines—Listening*

*When students exhibit Intermediate Mid listening proficiency in Spanish, here are some examples of the kinds of things they are able to understand:*

**the main idea and some details (from the below that occur in present, past and future timeframes)**

- |  |
|--|
| 1. introductions, such as before an event (ex. class play, guests)                                       |
| 2. a short speech or presentation on a familiar topic  |
| 3. discussions about age-appropriate matters of importance (ex. attendance, behavior, an upcoming event) |
| 4. an interview with members of the community or with famous people (ex. actors, athletes, singers)      |
| 5. a web-based presentation, such as a virtual tour  |
| 6. video presentations (ex. commercials, news, educational programs)                                     |
| 7. information from subjects they are studying or have studied in school                                 |



### 3rd Grade Language Proficiency Progress Report: SPANISH

#### Utah Dual Immersion Program

Student Name	Language	Teacher
School	District	Date

**Listening Ability-** Your child's listening ability in the immersion language is best described as . . .

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>NOVICE HIGH</b> -Understands simple questions, statements and commands on familiar topics and some sentences in new topics with strong contextual support. -May require repetition, slower speech, or rephrasing.	<b>INTERMEDIATE LOW</b> -Understands familiar questions, commands and statements in a limited number of content areas -Understands questions and statements in new content areas with strong contextual support. -Follows information that is being given at a fairly normal rate.	<b>INTERMEDIATE MID</b> -Understands most sentence-level speech in new contexts at a normal rate of speech although slow-downs may be necessary for unfamiliar topics. -Carries out commands.  <b>TARGET</b>	<b>INTERMEDIATE HIGH</b> -Understands longer stretches of connected speech on a number of topics at a normal rate of speech. -Seldom has problems comprehending topics related to everyday life and familiar subject area content (Can request clarification verbally.)	<b>ADVANCED LOW</b> -Understands main ideas and many details in connected speech on topics of personal interest and school-based subjects

**Speaking Ability-** Your child's speaking ability in the immersion language is best described as . . .

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>NOVICE MID</b> -Uses single words, multiple words, short phrases, greetings, polite expressions, and other memorized expressions on a limited number of topics. -Frequent searching for words is common. -May use native language or gestures when attempting to create with language beyond what is known. -Memorized expressions with verbs and other short phrases are usually accurate, but inaccuracies occur when trying to produce language beyond the scope of memorized material.	<b>NOVICE HIGH</b> Minimal ability to describe narrate answer questions ask questions using sentences, strings of sentences and sentence connectors  -Uses vocabulary from everyday topics and subject area content to provide basic information. -Uses memorized expressions with ease and accuracy. -Successfully produces sentence-length information but cannot sustain sentence-level speech when it is called for. -Sentences may not always contain the proper verb formations and other grammatical inaccuracies may be present, but these inaccuracies generally do not impede communication of the message. -May revert to the use of English when foreign language words cannot be retrieved or when the student attempts to produce language with unfamiliar topics.  <b>TARGET</b>	<b>INTERMEDIATE LOW</b> Growing ability to describe narrate answer questions ask questions using sentences, strings of sentences and sentence connectors  -Has basic vocabulary for making statements and asking questions to satisfy basic social and academic needs, but not for explaining or elaborating on them. -Use of some native language is common when vocabulary is lacking. -Can maintain simple conversations at the sentence level by creating with the language, although in a restrictive and reactive manner. -Handles a limited number of everyday social and subject content interactions. -Uses a variety of common verbs in present tense (formations may be inaccurate) in sentences. -Other verb tenses/forms may appear but are not frequent. -The listener may be confused by this speech due to the many grammatical inaccuracies.	<b>INTERMEDIATE MID</b> Confident ability to describe narrate answer questions ask questions using sentences, strings of sentences and sentence connectors  -Has basic vocabulary, permitting discussions of a personal nature and subject area topics. -May attempt circumlocution when appropriate vocabulary is missing. -May resort to native language. -Maintains simple sentence-level conversations. May initiate talk spontaneously without relying on questions or prompts. -Gives simple descriptions successfully. -May attempt longer, more complex sentences, including the use of sentence connectors. -Uses an increasing number and variety of verbs. -Verbs are mostly in present tense although awareness of other verb tenses (future/past) and forms may be evident. -Many grammatical inaccuracies may be present.

# Assessment Chart by Year and Measurement, All Students

## Utah Dual Immersion Program

2011/2012 through 2015/16



Year	Grade	AAPPL (L, S)	BYU (R)	BYU (W)	LFO
2011-12	3 <sup>rd</sup>	X			
2012-13	3 <sup>rd</sup>	X			
2012-13	4 <sup>th</sup>		X		
2013-14	3 <sup>rd</sup>	X			
2013-14	4 <sup>th</sup>		X		
2013-14	5 <sup>th</sup>	X		X	
2014-15	3 <sup>rd</sup>	X			
2014-15	4 <sup>th</sup>		X		
2014-15	5 <sup>th</sup>	X		X	
2014-15	6 <sup>th</sup>		X	X	X
2015-16	3 <sup>rd</sup>	X			
2015-16	4 <sup>th</sup>		X		
2015-16	5 <sup>th</sup>	X		X	
2015-16	6 <sup>th</sup>		X	X	X
2015-16	7 <sup>th</sup>	X			X





# Additional Information

[www.schools.utah.gov/curr/dualimmersion/](http://www.schools.utah.gov/curr/dualimmersion/)

